Pearson Edexcel

Mark Scheme

Summer 2019

Pearson Edexcel GCSE History (1HI0/P2)

Paper 2: Period study

P2: British America, 1713–83: empire and revolution

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Period study: British America, 1713–83: empire and revolution

Question		
1		Explain **two** consequences of the Piracy Act (1717). **Target**: Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1]. **AO2**: 4 marks. **AO1**: 4 marks. **NB** mark each consequence separately (2 x 4 marks).
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–2**	• Simple or generalised comment is offered about a consequence. [AO2] • Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]
2	**3–4**	• Features of the period are analysed to explain a consequence. [AO2] • Specific information about the topic is added to support the explanation, showing good knowledge and understanding of the period. [AO1]

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- There was an increase in the number of pirates executed, with approximately 600 executed by 1726.
- Individuals such as Woodes Rogers were encouraged to capture and put pirates on trial.
- The number of pirates operating in colonial waters dropped significantly.
- There was an improvement in trade security due to the reduction in sea robbery.

Question		
2		Write a narrative account analysing the key events of the New York Conspiracy in 1741. You may use the following in your answer: • slaves • Mary Burton You **must** also use information of your own. **Target**: Analytical narrative (i.e. analysis of causation/consequence/change) [AO2]; Knowledge and understanding of features and characteristics) [AO1]. **AO2**: 4 marks. **AO1**: 4 marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–2**	• A simple or generalised narrative is provided; the account shows limited analysis and organisation of the events included. [AO2] • Limited knowledge and understanding of the events is shown. [AO1]
2	**3–5**	• A narrative is given, showing some organisation of material into a sequence of events leading to an outcome. The account of events shows some analysis of the linkage between them, but some passages of the narrative may lack coherence and organisation. [AO2] • Accurate and relevant information is added, showing some knowledge and understanding of the events. [AO1] *Maximum 4 marks for answers that do not go beyond aspects prompted by the stimulus points.*
3	**6–8**	• A narrative is given which organises material into a clear sequence of events leading to an outcome. The account of events analyses the linkage between them and is coherent and logically structured. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the key features or characteristics of the events. [AO1] *No access to Level 3 for answers that do not go beyond aspects prompted by the stimulus points.*

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance. Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding. The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- Fear of a conspiracy was sparked in March 1741 when a fire at Fort George, home of the governor, spread to the church next door, raising fears it was started deliberately.
- Greater rumours of a conspiracy were prompted when a series of fires broke out over the following week when a slave was arrested after fleeing the scene.
- The conspiracy was considered to be part of a co-ordinated plot by poor whites, Catholics and slaves who it was claimed met in a tavern owned by John Hughson.
- The idea of a conspiracy was accepted by the court when Mary Burton, who worked in the tavern, was arrested for stolen goods and claimed she overheard the conspiracy being plotted.
- The reaction of the governor by offering a reward and pardon for any accused who were willing to name others, increased the numbers linked to the conspiracy.
- The trials came to an end in August when over 30 people, including slaves, were executed and the governor restricted the freedom of movement of all black people in New York.

Question		
3		Explain **two** of the following: • The importance of King George's War (1744–48) for relations with Native Americans. • The importance of the Treaty of Paris (1763) for the colonists in British America. • The importance of Thomas Paine's *'Common Sense'* for the Declaration of Independence. **Target**: Analysis of second order concepts: consequence/significance [AO2]; Knowledge and understanding of features and characteristics [AO1]. **AO2**: 8 marks. **AO1**: 8 marks. **NB** mark each part of the answer separately (2 x 8 marks).
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–2**	• A simple or generalised answer is given, showing limited development and organisation of material. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1]
2	**3–5**	• An explanation is given, showing an attempt to analyse importance. It shows some reasoning, but some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]
3	**6–8**	• An explanation is given, showing analysis of importance. It shows a line of reasoning that is coherent and logically structured. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

The importance of King George's War (1744–48) for relations with Native Americans.

Relevant points may include:

- The Iroquois League controlled strategic positions on waterways during the war which forced the British to attempt to maintain good relations with them.
- British relations with Native Americans worsened due to the Native American support of the French which allowed for combined attacks such as those on Saratoga.
- British relations with Native Americans deteriorated during the war because the French kept their promise not to intrude on native lands, unlike the British.
- Despite the Treaty of Aix-la-Chapelle returning territory to the pre-war condition, British land grabs and fur trading posts angered the Native Americans bringing about the end of alliances.

The importance of the Treaty of Paris (1763) for the colonists in British America.

Relevant points may include:

- White settlers saw this as an opportunity to move into lands, which had previously been controlled by the French, leading to greater settlement in the west.
- The colonists had less need for British protection once the French had left, resulting in greater resistance to British legislation and taxation, with calls for self-government.
- As a result of the Treaty the colonists gained control over the lucrative fur trade with the Native Americans, once the French trading posts were abandoned.
- It would be safer for the colonists as the frontier settlements were free from the threat of French attack.

The importance of Thomas Paine's *'Common Sense'* for the Declaration of Independence.

Relevant points may include:

- Paine attacked the hereditary monarchy and aristocratic privilege of the British system, instead calling for a republic to be established.
- Paine pushed for the Americans to seek independence as opposed to reconciliation with the British.
- The pamphlet made the argument for independence easily accessible for most Americans as it was written in everyday language and supported with biblical references, which increased support for the Declaration of Independence.
- Support for the Declaration of Independence was increased when Paine highlighted the advantages of greater freedom in trade and politics for the Americans.

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